Mission/Purpose

"The Undergraduate English program at Texas A&M University-Corpus Christi promotes the development of students' analytic ability and critical understanding of language and written texts in English as well as their ability to compose texts in various genres through the study of literature, linguistics, and rhetoric and composition. The program prepares students seeking entry into post-baccalaureate degree programs, as well as careers that require language and writing expertise, such as law, business, teaching, technology, and the sciences. Emphasizing critical and creative writing and literary interpretation, English plays an important role in the university core curriculum. The First-Year Writing Program (including ENGL 1301 Composition I and ENGL 1302 Composition II) provides a link between lecture courses in the university's interdisciplinary triads and tetrads. All freshman classes are taught in fully equipped computer labs. After successful completion of ENGL 1301 and 1302, students may satisfy the core curriculum requirement in literature by taking ENGL 2332 - 2335."

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Analyze written texts in English
The BA in English promotes the development of students' ability to analyze written texts in English from a variety of historical, social and theoretical perspectives.

Document:
Capstone Rubrics

Associations:

General Education or Core Curriculum:
1  Reading
5  Critical Thinking

Related Measures:

M 1: Capstone portfolio
A student’s Capstone Portfolio will contain at least one literary analysis essay, examples of writing in three different genres, and a documented research essay. The portfolio will be evaluated by a faculty committee.
Source of Evidence: Capstone course assignments measuring mastery

Document:
English Minutes Feb 09

Achievement Target:
As part of the capstone course required for all English majors, students submit a writing portfolio which includes at least one critical analysis of a text. Of these literary analyses, 80% will be judged as “proficient” or “very proficient” in their literary interpretations and analyses by the English capstone portfolio assessment committee; (2) In the capstone course required of all English majors, students will assemble a portfolio of papers written over the course of their academic career, representing three different literary genres. Students will compose a new essay identifying and analyzing the genres included in their portfolios. The full portfolio will be judged by the portfolio assessment committee. Eighty percent of student portfolios will contain papers representing three or more different genres (analytic, creative, technical, etc.). Eighty-five percent of students will be judged as “knowledgeable” or “very knowledgeable” about discourse genres; (3) Since 2006, capstone portfolios are required to contain a documented paper to demonstrate the student’s proficiency in research skills; success will be measured by student performance on two measures, as judged by the capstone portfolio assessment committee: at least 95% of the Portfolios will contain a documented research paper, and at least 85% of those documented papers will be rated Good or Excellent in terms of displaying the student’s knowledge of research skills and documentation conventions.

Document:

English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Met

For Outcome 1, 80% of the portfolios contained critical/analytical essays which were considered proficient or very proficient by the faculty committee. This meets the bar exactly for this outcome.

Document:

English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Met

Outcome 1: 95% of analytical essays were judged proficient or very proficient. Outcome 2a: 100% of portfolios had papers representing three or more different genres. Outcome 2b: 85% of the students were judged knowledgeable or very knowledgeable about discourse genres. Outcome 4: 95% of portfolios contained a documented research paper. 85% of the documented research papers were judged to be good or excellent.

Related Action Plans:

Research Paper in Portfolio

The English faculty will discuss how to improve the Research Paper number and quality in the Capstone Portfolio

For more information, see the Action Plan Details section of this report.

O 3: Ability to compose texts in various genres

The BA in English promotes the development of students’ ability to compose texts in a variety of genres.

Document:

Capstone Rubrics

Associations:

General Education or Core Curriculum:

2 Writing
Related Measures:

M 1: Capstone portfolio
A student’s Capstone Portfolio will contain at least one literary analysis essay, examples of writing in three different genres, and a documented research essay. The portfolio will be evaluated by a faculty committee.

Source of Evidence: Capstone course assignments measuring mastery

Document:
English Minutes Feb 09

Achievement Target:
(1) As part of the capstone course required for all English majors, students submit a writing portfolio which includes at least one critical analysis of a text. Of these literary analyses, 80% will be judged as “proficient” or “very proficient” in their literary interpretations and analyses by the English capstone portfolio assessment committee; (2) In the capstone course required of all English majors, students will assemble a portfolio of papers written over the course of their academic career, representing three different literary genres. Students will compose a new essay identifying and analyzing the genres included in their portfolios. The full portfolio will be judged by the portfolio assessment committee. Eighty percent of student portfolios will contain papers representing three or more different genres (analytic, creative, technical, etc.). Eighty-five percent of students will be judged as “knowledgeable” or “very knowledgeable” about discourse genres; (3) Since 2006, capstone portfolios are required to contain a documented paper to demonstrate the student’s proficiency in research skills; success will be measured by student performance on two measures, as judged by the capstone portfolio assessment committee: at least 95% of the Portfolios will contain a documented research paper, and at least 85% of those documented papers will be rated Good or Excellent in terms of displaying the student’s knowledge of research skills and documentation conventions.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Met
In 90% of the portfolio essays, the review commitee judged that students demonstrated their understanding of discourse genres at the level of “knowledgeable” or “very knowledgeable.” The students achieved the department's desired measure of “criteria for success.”

Document:
English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Met
Outcome 1: 95% of analytical essays were judged proficient or very proficient. Outcome 2a: 100% of portfolios had papers representing three or more different genres. Outcome 2b: 85% of the students were judged knowledgeable or very knowledgeable about discourse genres. Outcome 4: 95% of portfolios contained a documented research paper. 85% of the documented research papers were judged to be good or excellent.

M 2: Survey of BA graduates

Means of Assessment & Criteria for Success: An English Department survey conducted of all graduating seniors for academic year.
Source of Evidence: Student satisfaction survey at end of the program

**Document:**
- [English Minutes Feb 09](#)

**Achievement Target:**
(2) 80% of English majors will “strongly agree” or “agree” with a statement which asks them if they had developed the ability to write effectively; (3) 80% of students who teach or are planning to teach English in the public schools will agree or strongly agree with the statement: My program of study in the field of English at TAMUCC prepared me well to teach in the public schools." 4) 90% of respondents will agree or strongly agree with the statement, "My program of study in the English major prepared me well for post-graduate non-teaching employment.

**Document:**
- [English Minutes Feb 09](#)

**Findings (2007-2008) - Achievement Target: Partially Met**
Only two students responded to the questionnaire. Both strongly agreed with the statement regarding their ability to write effectively. Neither was teaching in a public school. Both agreed or strongly agreed that their program of study had prepared them well for post-graduate non-teaching employment.

**Document:**
- [English Minutes Feb 09](#)

**Related Action Plans:**
**Improve Questionnaire response rate**
Faculty will develop a plan to increase number of responses to questionnaire.
For more information, see the Action Plan Details section of this report.

**O 4: Prepare students for grad school or career**
The BA in English provides students written and analytical skills necessary for entry into post-Baccalaureate degree programs, and careers that require language and writing expertise.

**Document:**
- [Survey of Graduates](#)

**Associations:**
**General Education or Core Curriculum:**
- 2 Writing
- 5 Critical Thinking

**Related Measures:**
**M 2: Survey of BA graduates**
Means of Assessment & Criteria for Success: An English Department survey conducted of all graduating seniors for academic year.
Source of Evidence: Student satisfaction survey at end of the program

**Document:**
Achievement Target:
(2) 80% of English majors will “strongly agree” or “agree” with a statement which asks them if they had developed the ability to write effectively; (3) 80% of students who teach or are planning to teach English in the public schools will agree or strongly agree with the statement: My program of study in the field of English at TAMUCC prepared me well to teach in the public schools." 4) 90% of respondents will agree or strongly agree with the statement, "My program of study in the English major prepared me well for post-graduate non-teaching employment.

Findings (2007-2008) - Achievement Target: Met
Both respondents agreed or strongly agreed that their program of study had prepared them well for post-graduate non-teaching employment.

M 3: TExES pass rate
Pass rate of students taking TExES examination for students seeking employment in teaching.
Source of Evidence: Certification or licensure exam, national or state

Findings (2007-2008) - Achievement Target: Met
All but one student who took the TExES examination passed; the student who did not pass will retake. We are meeting or exceeding our goal.

Findings (2006-2007) - Achievement Target: Met
Outcome 3: 22 students took the TExES and 21 passed. The one who failed was a first-time post-baccalaureate student, whose result, therefore, doesn’t count against us.

M 4: Successful applications to grad study
Rate of successful applications to graduate study
Source of Evidence: Graduate/professional school acceptance rate

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Met
Both respondents agreed or strongly agreed that their program of study had prepared them well for post-graduate non-teaching employment.

Findings (2006-2007) - Achievement Target: Met
Outcome 3: 22 students took the TExES and 21 passed. The one who failed was a first-time post-baccalaureate student, whose result, therefore, doesn’t count against us.

Document:
English Minutes Feb 09

Achievement Target:
85% of B.A. survey respondents who report they applied to graduate
programs in English will have been accepted.

**Document:**

[English Minutes Feb 09](#)

**Findings (2007-2008) - Achievement Target: Met**

Of the two respondents to the questionnaire sent to graduates, one had applied to and been accepted into a graduate program. Both strongly agreed that they had been well prepared for graduate study.

**Document:**

[English Minutes Feb 09](#)

**Findings (2006-2007) - Achievement Target: Met**

Four of twelve students applied to graduate programs in English; all were accepted. Two graduates enrolled in programs in Education.

**O 5: Understand and use English effectively in writing**

The BA in English develops students’ abilities to understand and use English in written texts.

**Document:**

[Capstone Rubrics](#)

**Associations:**

**General Education or Core Curriculum:**

2 Writing

**Related Measures:**

**M 1: Capstone portfolio**

A student’s Capstone Portfolio will contain at least one literary analysis essay, examples of writing in three different genres, and a documented research essay. The portfolio will be evaluated by a faculty committee.

Source of Evidence: Capstone course assignments measuring mastery

**Document:**

[English Minutes Feb 09](#)

**Achievement Target:**

(1) As part of the capstone course required for all English majors, students submit a writing portfolio which includes at least one critical analysis of a text. Of these literary analyses, 80% will be judged as “proficient” or “very proficient” in their literary interpretations and analyses by the English capstone portfolio assessment committee; (2) In the capstone course required of all English majors, students will assemble a portfolio of papers written over the course of their academic career, representing three different literary genres. Students will compose a new essay identifying and analyzing the genres included in their portfolios. The full portfolio will be judged by the portfolio assessment committee. Eighty percent of student portfolios will contain papers representing three or more different genres (analytic, creative, technical, etc.). Eighty-five percent of students will be judged as “knowledgeable” or “very knowledgeable” about discourse genres; (3) Since 2006, capstone portfolios are required to contain a documented paper to demonstrate the student’s proficiency in research skills; success will be measured by student performance on two measures, as judged by the capstone portfolio assessment committee: at least 95% of the Portfolios will
contain a documented research paper, and at least 85% of those documented papers will be rated Good or Excellent in terms of displaying the student’s knowledge of research skills and documentation conventions.

Document:

Findings (2007-2008) - Achievement Target: Partially Met
Outcome 1: 80% of the portfolios were considered proficient or very proficient by the faculty committee. Outcome 2: In 90% of the portfolio essays, students were able to identify three genres contained in their portfolios. Outcome 3: Ninety percent of the Capstone portfolios contained a research paper. Seventy-nine percent of the research papers received the evaluation of “good” or “excellent.” The criteria for success in Outcome 3 were not achieved.

Document:

Findings (2006-2007) - Achievement Target: Met
Outcome 1: 95% of analytical essays were judged proficient or very proficient. Outcome 2a: 100% of portfolios had papers representing three or more different genres. Outcome 2b: 85% of the students were judged knowledgeable or very knowledgeable about discourse genres. Outcome 4: 95% of portfolios contained a documented research paper. 85% of the documented research papers were judged to be good or excellent.

Related Action Plans:

Improve number and quality of documented papers
Faculty will determine a plan to increase the number, and improve the quality, of the documented papers in the capstone portfolio.
For more information, see the Action Plan Details section of this report.

O 14: Documented Research Paper in Portfolio
Students will place a documented research paper in their capstone portfolio which will be reviewed by the portfolio assessment committee.

Related Measures:

M 16: Portfolios contain a documented research paper
Senior capstone portfolios will contain a documented research paper.
Source of Evidence: Portfolio, showing skill development or best work

Findings (2007-2008) - Achievement Target: Not Met
90% of capstone portfolios contained a documented paper.
Related Action Plans:

Improve number of research papers
Faculty will develop strategy to increase number of research papers in capstone portfolios.
For more information, see the Action Plan Details section of this report.

M 17: Quality of documented research papers
The capstone portfolio will contain high-quality documented research papers.
Source of Evidence: Portfolio, showing skill development or best work

Document:
English Minutes Feb 09

Achievement Target:
85% of documented research papers will be rated good or excellent by the portfolio assessment committee.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Not Met
79% of documented research papers were rated good or excellent.

Document:
English Minutes Feb 09

Related Action Plans:

Improve quality of research papers
Faculty will develop a strategy to improve quality of research papers included in capstone portfolios.
For more information, see the Action Plan Details section of this report.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Civic Engagement
The English program will work to develop student internships, provide grant-writing assistance and training, and develop service-learning partnerships in the community.

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.
1.8 Build & sustain mutually supportive relationships.

Related Measures:

M 12: Number of internships and applied experiences
The Department will work to promote internships and applied experiences for undergraduate students. TPWP faculty will keep a list of internships and applied experiences.
Source of Evidence: Administrative Measure

Document:
Achievement Target:
Increase the number of internships and applied experiences annually.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Not Met
We did not place anyone in an internship in 2007-2008.

Document:
English Minutes Feb 09

Related Action Plans:
Review Measure for Appropriateness
The TPWP faculty will review the appropriateness and usefulness of this performance measure. For more information, see the Action Plan Details section of this report.

M 13: Number of grant applications
Increase number of grant applications made by faculty and students in English.

Source of Evidence: Activity volume

Document:
English Minutes Feb 09

Achievement Target:
Increase the number of grant proposals written annually.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Met
Students wrote approximately seven grants, with faculty writing four more for community non-profits. Several were funded. The department established English 4321, Grant Writing, as a part of the TPWP curriculum, and Dr. Etheridge provided a grant writing workshop for the City of Corpus Christi.

Document:
English Minutes Feb 09

M 14: Number of service-learning partnerships
Increase the number of service-learning partnerships undertaken by English students.

Source of Evidence: Activity volume

Document:
English Minutes Feb 09

Achievement Target:
Increase the number of service-learning partnerships undertaken by English students in AY 2007-2008 by 5% over the previous year.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Met
Students in the TPWP program engaged in 124 service learning projects. This was substantially more than 2006-2007. Service-learning projects are a part of the English 3301 curriculum. The measure was successfully met.

**Document:**
English Minutes Feb 09

**O 6: Excellent teaching**
The BA in English offers an English program which provides excellent teaching,

**Related Measures:**

**M 5: Student evaluations**
Student evaluations

Source of Evidence: Student course evaluations on learning gains made

**Document:**
English Minutes Feb 09

**Achievement Target:**
(5) The English faculty will achieve a minimum average of 4.0 on the student evaluations; (10)Assure that instructors in the FYWP average 4.0 or higher on the student evaluations.

**Document:**
English Minutes Feb 09

**Findings (2007-2008) - Achievement Target: Met**
The English faculty and FYWP instructors averaged 4.0 or higher on the student evaluations, although one faculty member averaged well below 4.0 for the year. This person left the University for other employment in June 2008.

**Document:**
English Minutes Feb 09

**Findings (2006-2007) - Achievement Target: Met**
English Faculty and FYWP Instructors averaged well above 4.0 in all evaluations.

**O 7: Required courses are taught by Ph.D. faculty**
The BA in English offers an English program which assures that courses required by the major are taught by Ph.D-holding faculty.

**Related Measures:**

**M 6: English Faculty Teaching**
The number of department tenure-line faculty will be sufficient to teach the BA and MA curricula, and will be commensurate with departmental growth in teaching and service commitments.

Source of Evidence: Benchmarking

**Document:**
English Minutes Feb 09

**Achievement Target:**
(6) Number of FTE tenure-line faculty will be sufficient to offer a full BA and MA curriculum as university grows.
Findings (2007-2008) - Achievement Target: Met
Tenure-line English faculty were able to offer the BA and MA curriculum, despite supplying 2.5 FTE per semester in administrative service to the department, college and university. Very few classes in FYWP were taught by line faculty. We have become dependent upon adjunct faculty to teach sufficient sections of the sophomore CORE literature classes. Releases for service and scholarship have reduced our ability to teach in the lower division. As we grow, our dependence on adjuncts or instructors to deliver the lower-division curriculum will grow, threatening our ability to provide instruction.

Findings (2006-2007) - Achievement Target: Partially Met
Outcome 6) FTE tenure-line faculty are able to offer current curriculum, but only barely, as the Department supports 2.25 FTE of University, College and Department administrative positions, plus approximately 3 FTE in research releases.

Related Action Plans:
Request additional faculty lines
We have requested four full-time instructorships to teach in the FYWP and Sophomore Core Literature. These positions will have junior faculty status and can be renewed indefinitely.
For more information, see the Action Plan Details section of this report.

O 8: Provides instruction from visiting artists/scholar
The BA in English offers an English program which provides enriching instruction from visiting artists and scholars.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:
M 11: Departmental Budget
Increase English Department Budget
Source of Evidence: Administrative Measure

Achievement Target:
1) Increased funding will be provided for professional travel which helps faculty improve their teaching, including funding from the UCCP. 2) Increase Departmental budget by $4500 to fund visiting artists and scholars. 3) Increase support for professional scholarly travel to $1200 per FTE.
Findings (2006-2007) - Achievement Target: Met
Although the Department budget for professional travel has not been increased, a de facto increase has occurred, since the Dean`s office now promises $800 per faculty member for professional travel.

Related Action Plans:

Request Funding for Teaching Development
Department will request funding to support travel and training related to improving teaching.
For more information, see the Action Plan Details section of this report.

Request funding for visiting scholars
Request a fund of $4500 to bring scholars and artists to campus to enhance education experience of students.
For more information, see the Action Plan Details section of this report.

Request increase in department budget
Request additional funding for faculty teaching development, increase in funding for visiting artists and scholars,
For more information, see the Action Plan Details section of this report.

M 15: Number of visiting literary speakers
The English Department will provide a program of visiting artists and scholars to enrich the education of B.A. and M.A. students.
Source of Evidence: Administrative Measure

Document:

English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Partially Met
No fund for bringing literary speakers has been established.
Support was provided by the Department's Haas grant to fund several visiting authors, including Denise Chavez.

Document:

English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Partially Met
No fund has been created. $3000 of Haas funds supports department activities, including bringing guest speakers to campus. We propose to ask again for support to bring literary speakers to campus.

O 9: Possesses sufficient library resources
The BA in English offers an English program which possesses library resources sufficient to support the English curriculum`s requirements for scholarship.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 7: Library budget and journal holdings
Library budget and journal holdings
Source of Evidence: Benchmarking

Document:
English Minutes Feb 09

Achievement Target:
Library funding will increase by at least 10% per annum; total number of journals (print or on-line) will increase by 10% per annum.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Partially Met
Although the budget did not increase, English received a special grant of $30,000 to purchase books in support of the MA Literature and Borderlands tracks. This was in response to the five-year program review of the MA.
We will continue to ask for an increase in our book budget, based on our increase in SCH generation.

Document:
English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Met
Our library funding increased by 4.9% in 2006-2007 (from $5914.14 to $6214.00). The number of journals available via WEB and Interlibrary Loan has grown substantially. The goal of 10% growth, based on hard-copy holdings, is no longer a valuable measure of departmental strength, since we can now access almost all periodical scholarship readily, with minimal delays for delivery via FAX, etc.

Related Action Plans:

Request Library Budget increase
Request 10% increase in library budget, justified by increases in SCH production.
For more information, see the Action Plan Details section of this report.

Request additional funding for Library
Department will request an increase in its Library funding.
For more information, see the Action Plan Details section of this report.

O 10: Meets the needs of all students

The BA in English meets the needs of ever-increasing numbers of students, both in the FYWP (First Year Writing Program) and the English major.

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:
M 8: Number of FTE faculty teaching lower-div courses
Number of full-time faculty will keep pace with increased enrollments in FYWP and ENGL 233x classes.
Source of Evidence: Benchmarking

Document:
English Minutes Feb 09

Achievement Target:
40% of lower-division classes will be taught by full-time faculty.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Not Met
Slightly less than 21% of FYWP and Core sophomore-level literature classes were taught by full-time tenure and non-tenure track faculty. 24 of 116 sections of English below the level of English 2370, the Introduction to Literary Studies class for majors, were taught by full-time faculty.

Document:
English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Not Met
In 2006-2007, only 29.2% of lower-division classes were taught by full-time faculty (both visiting and tenure-track). Given the large number of administrative and research releases in the Department, it is not possible to teach the graduate and major courses AND achieve our goal of 40% in the lower-division offerings.

Related Action Plans:
Request additional faculty
Department will request four full-time instructorships and additional tenure-track faculty.
For more information, see the Action Plan Details section of this report.

M 12: Number of internships and applied experiences
The Department will work to promote internships and applied experiences for undergraduate students. TPWP faculty will keep a list of internships and applied experiences.
Source of Evidence: Administrative Measure

Document:
English Minutes Feb 09

Achievement Target:
Increase the number of internships and applied experiences annually.

Findings (2006-2007) - Achievement Target: Met
Dr. Cardenas placed students in two community internships.

M 14: Number of service-learning partnerships
Increase the number of service-learning partnerships undertaken by English students.
Source of Evidence: Activity volume

Document:
English Minutes Feb 09
Achievement Target:
Increase the number of service-learning partnerships undertaken by English students in AY 2007-2008 by 5% over the previous year.

O 11: Maintains high quality in the FYWP
The BA in English maintains high quality in the FYWP.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 5: Student evaluations
Student evaluations
Source of Evidence: Student course evaluations on learning gains made

Document:
English Minutes Feb 09

Achievement Target:
(5) The English faculty will achieve a minimum average of 4.0 on the student evaluations; (10)Assure that instructors in the FYWP average 4.0 or higher on the student evaluations.

Document:
English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Met
English Faculty and FYWP Instructors averaged well above 4.0 in all evaluations.

Document:
English Minutes Feb 09

M 9: Professional engagement of non-tenure faculty
Non-tenure track instructional faculty (adjuncts, TA`s and instructors) will participate in professional meetings.
Source of Evidence: Benchmarking

Document:
English Minutes Feb 09

Achievement Target:
50% of non-tenure-line FYWP teachers will attend or present at local, regional or national professional meetings.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Met
9 of 19 teaching assistants or adjuncts participated in professional meetings (e.g. 4C's, Sigma Tau Delta). Several more were accepted to participate but had to cancel their participation for personal reasons. The level of engagement is acceptable.

Document:
English Minutes Feb 09
**Findings (2006-2007) - Achievement Target: Met**

12 non-tenure instructors, TA’s and adjuncts of the First Year Writing Program attended professional meetings. They received $3600 in travel support from the FYWP and University.

**O 12: Faculty creative and scholarly activity**

The College will support the English faculty by supporting scholarly and creative activities of faculty.

**Strategic Plans:**

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 10: Faculty Scholarship Support**

The College will provide release time for scholarship as well as increased funds for professional development.

Source of Evidence: Administrative Measure

**Document:**

[English Minutes Feb 09](#)

**Achievement Target:**

All tenure-track faculty will receive a one-course release each long semester in support of scholarship, in addition to any other administrative or special releases. Additional faculty must be hired to support the reduction in teaching load and maintain curricular integrity and offerings. Full-time Faculty will be provided at least $1200 each for scholarly travel (presentation is required).

**Document:**

[English Minutes Feb 09](#)

**Findings (2007-2008) - Achievement Target: Partially Met**

In general, all faculty who submitted a research proposal were granted a one-course per term release for support of scholarship. The two Haas Fellows received two course releases per term, funded by the Haas grant. The Chair and the Honors Director were limited to one release per year since they have half-time administrative releases.

Those faculty who requested support for scholarly travel were funded for $800 total, the funding coming from departmental travel funds and the Dean's office.

**Document:**

[English Minutes Feb 09](#)

**Findings (2006-2007) - Achievement Target: Partially Met**

Effective Fall 2007, all tenure-line members of the Department have a one-course release each long semester for scholarship. Our professional travel budget has effectively increased to $800 per member (as opposed to $500 per FTE) as a result of the Dean’s offer of support for all faculty.

**Related Action Plans:**

**Request additional funding for scholarly travel**

An increase of $200 per tenure-track faculty member will be submitted to Dean.

For more information, see the Action Plan Details section of this report.
M 11: Departmental Budget
Increase English Department Budget
Source of Evidence: Administrative Measure

Document:
English Minutes Feb 09

Achievement Target:
1) Increased funding will be provided for professional travel which helps faculty improve their teaching, including funding from the UCCP. 2) Increase Departmental budget by $4500 to fund visiting artists and scholars. 3) Increase support for professional scholarly travel to $1200 per FTE.

Document:
English Minutes Feb 09

Findings (2007-2008) - Achievement Target: Partially Met
Dean increased faculty travel in support of scholarship to $1000.

Document:
English Minutes Feb 09

Findings (2006-2007) - Achievement Target: Met
Although the Department budget for professional travel has not been increased, a de facto increase has occurred, since the Dean`s office now promises $800 per faculty member for professional travel.

Related Action Plans:
Request increase in travel funding.
Chair will request an increase in funding for research-related travel.
For more information, see the Action Plan Details section of this report.

O 13: Support ongoing improvement of teaching
The College will support ongoing improvement of teaching.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.
1.2 Achieve targeted national prominence.

Related Measures:

M 11: Departmental Budget
Increase English Department Budget
Source of Evidence: Administrative Measure

Document:
English Minutes Feb 09

Achievement Target:
1) Increased funding will be provided for professional travel which helps faculty improve their teaching, including funding from the UCCP. 2) Increase Departmental budget by $4500 to fund visiting artists and scholars. 3) Increase support for professional scholarly travel to $1200 per FTE.

Document:
English Minutes Feb 09
**Findings (2007-2008) - Achievement Target: Not Met**
No funding for professional travel to improve teaching has been established.

**Document:**
[English Minutes Feb 09](#)

**Findings (2006-2007) - Achievement Target: Met**
Although the Department budget for professional travel has not been increased, a de facto increase has occurred, since the Dean’s office now promises $800 per faculty member for professional travel.

**Related Action Plans:**

**Request funding to improve teaching**
Chair will request establishment of funding to support faculty travel or training in teaching.
For more information, see the *Action Plan Details* section of this report.

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**Details for Action Plans Established This Cycle**

**Improve number and quality of documented papers**
Faculty will determine a plan to increase the number, and improve the quality, of the documented papers in the capstone portfolio.

- **Priority:** High
- **Target Date:** 03/2009
- **Responsible Person/Group:** Faculty

**Improve number of research papers**
Faculty will develop strategy to increase number of research papers in capstone portfolios.

- **Document:**
  [English Minutes Feb 09](#)
- **Priority:** High
- **Target Date:** 03/2009
  
  **Mid-term Spring 2009**
- **Responsible Person/Group:** Faculty

**Improve quality of research papers**
Faculty will develop a strategy to improve quality of research papers included in capstone portfolios.

- **Document:**
  [English Minutes Feb 09](#)
- **Priority:** High
- **Target Date:** 03/2009
  
  **Mid-semester Spring 2009**
- **Responsible Person/Group:** Faculty

**Improve Questionnaire response rate**
Faculty will develop a plan to increase number of responses to questionnaire.

- **Document:**
**English Minutes Feb 09**

**Priority:** Medium

**Target Date:** 09/2009

**Fall 2009**

**Responsible Person/Group:** Faculty

**Request additional faculty**

Department will request four full-time instructorships and additional tenure-track faculty.

**Priority:** High

**Target Date:** 04/2009

Requests will be made for next budget cycle.

**Responsible Person/Group:** Chair

**Additional Resources Needed:** Two additional faculty lines, at $75000 each, are needed to support retention and faculty service losses.

**Budget Amount Requested:** $350000

**Request additional faculty lines**

We have requested four full-time instructorships to teach in the FYWP and Sophomore Core Literature. These positions will have junior faculty status and can be renewed indefinitely.

**Documents:**

- English Minutes Feb 09
- English staff sizes in Texas Universities

**Priority:** High

**Target Date:** 01/2009

January 2009

**Responsible Person/Group:** Chair and Dean

**Additional Resources Needed:** $200000

**Budget Amount Requested:** $200000

**Request additional funding for Library**

Department will request an increase in its Library funding.

**Priority:** High

**Target Date:** 05/2009

End of Academic Year

**Responsible Person/Group:** Chair

**Request additional funding for scholarly travel**

An increase of $200 per tenure-track faculty member will be submitted to Dean.

**Priority:** High

**Target Date:** 02/2009

In time for next budget cycle.

**Responsible Person/Group:** Chair

**Request Funding for Teaching Development**

Department will request funding to support travel and training related to improving
teaching.

**Document:**

[English Minutes Feb 09](#)

**Priority:** Medium

**Target Date:** 01/2009

February Spring 2009

**Responsible Person/Group:** Dean and Faculty

**Additional Resources Needed:** $4000

**Budget Amount Requested:** $4000

**Request funding for visiting scholars**

Request a fund of $4500 to bring scholars and artists to campus to enhance education experience of students.

**Document:**

[English Minutes Feb 09](#)

**Priority:** Medium

**Target Date:** 01/2009

January Spring 2009

**Responsible Person/Group:** Chair

**Budget Amount Requested:** $4500

**Request funding to improve teaching**

Chair will request establishment of funding to support faculty travel or training in teaching.

**Document:**

[English Minutes Feb 09](#)

**Priority:** Medium

**Target Date:** 01/2009

January Spring 2009

**Responsible Person/Group:** Chair

**Additional Resources Needed:** $4000

**Budget Amount Requested:** $4000

**Request increase in department budget**

Request additional funding for faculty teaching development, increase in funding for visiting artists and scholars,

**Priority:** High

**Request increase in travel funding.**

Chair will request an increase in funding for research-related travel.

**Document:**

[English Minutes Feb 09](#)

**Priority:** Medium

**Target Date:** 01/2009

January Spring 2009
**Request Library Budget increase**
Request 10% increase in library budget, justified by increases in SCH production.

**Document:**
[English Minutes Feb 09](#)

**Priority:** Medium
**Target Date:** 02/2009
February Spring 2009

**Responsible Person/Group:** Chair, Library Liason
**Additional Resources Needed:** $760
**Budget Amount Requested:** $760

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**Research Paper in Portfolio**
The English faculty will discuss how to improve the Research Paper number and quality in the Capstone Portfolio

**Document:**
[English Minutes Feb 09](#)

**Priority:** Medium
**Target Date:** 05/2009
Recommendation for improvement

**Responsible Person/Group:** Chair and English Faculty
**Additional Resources Needed:** $760
**Budget Amount Requested:** $760

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**Review Measure for Appropriateness**
The TPWP faculty will review the appropriateness and usefulness of this performance measure.

**Document:**
[English Minutes Feb 09](#)

**Priority:** Medium
**Target Date:** 09/2009
Fall semester 2009

**Responsible Person/Group:** Dr. Cardenas and TPWP faculty

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**Analysis Answers**

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**
The portfolio assessments show that our students are accomplishing the desired learning outcomes in understanding literary genres and writing analytically. The faculty are achieving high levels of scholarship. We are achieving our goals for community outreach and civic engagement.

**Document:**
[English Minutes Feb 09](#)

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**What specifically did your assessments show regarding any outcomes/objectives**
that will require continued attention?
We must find a way to improve the number and quality of documented papers in the capstone portfolios. We must find a way to assure delivery of the lower division curriculum to a growing student population by full-time regular faculty, since we are probably the most understaffed English department in the state of Texas. We must obtain additional funding if we are to improve the quality of the students' educational experience, and to support faculty scholarship and teaching.

Document:  
English Minutes Feb 09

Annual Reports

Executive Summary
In general, the English program (BA and MA) had an excellent year in all areas of Service, Scholarship and Teaching. Our faculty were productive and successful, providing leadership to the College (Associate Dean) and University (Honors Director; McNair Grant Director), writing more than a million dollars' worth of grants for the University and community, and having seven scholarly monographs, novels and edited collections published or accepted for publication. We provided excellent teaching, based on our students' evaluations.

We have reached the limits of our ability to deliver our curriculum from the first year through the MA, however. We supply 4.25 FTE of faculty time (from a tenure-track faculty of 17) to College and University administrative activities, as well as provide releases for scholarship; we simply do not have enough staff or funding to respond to enrollment growth.

Document:  
English Minutes Feb 09

Public/Community Service
Through our Author's Day activities and Summer Authors' Camp, we involve underserved populations in the community in writing activities, including working with a distinguished visiting artist.

Our Technical and Professional Writing students undertake civic engagement service projects as part of their required curriculum.

Our undergraduate and graduate grant writing classes, as well as individual faculty and students, write grants for community non-profit and governmental agencies. In 2007-2008, our faculty and students wrote approximately $100,000 in funded grants for the community.

Document:  
English Minutes Feb 09

Anticipated Challenges
Without additional teaching faculty, we will be unable to maintain our scholarly productivity, continue to supply leadership to the university, and meet the demands of a growing student population, particularly in the First Year Writing and Core Literature courses.

To encourage ongoing scholarly and creative engagement, we need some funds for faculty travel.
To encourage development of teaching expertise, we need funds to support faculty development in teaching.

To improve our student educational opportunities, we need additional funds to bring scholars and creative writers to campus.

**Documents:**
- English Minutes Feb 09
- English staff sizes in Texas Universities

**Closing the Loop / Planned Actions**
The English faculty will review the action plans in February 2009 in order to plan changes in the various problem areas. We will also review the efficacy of several of our measures, with an eye to changing these to improve our performance measures.

**Document:**
- English Minutes Feb 09

**Summary of Requested Resources**
Four full-time instructorships - $200,000 - to support growth and quality of FYWP and Sophomore Core Literature.

Teaching enhancement - $4000

Visiting Artists and Scholars - $4500

Increased Library Funding - $760

Increased Professional Travel - $3400

**Documents:**
- English Minutes Feb 09
- English staff sizes in Texas Universities

**Administrative Unit Accomplishments**
The Department reduced the number of administrative releases given faculty by .5 FTE in 2007-2008.

**Document:**
- English Minutes Feb 09

**Teaching Results / Accomplishments**
Across the curriculum, from Freshman English through the M.A., our teachers averaged over 4.0 on a five-point scale. We engaged in many outreach activities which gave students opportunities for community service learning.

Our Department was selected as a National Writing Project site; we will start the Coastal Bend Writing Project, which will improve writing instruction in the schools, in 2009.

**Document:**
- English Minutes Feb 09

**Research/Scholar Activity Accomplishment**
100% of the tenure-line faculty had an article, monograph or creative work accepted, or presented a scholarly paper at a regional or national meeting.

In addition, our faculty published or had accepted for publication seven scholarly monographs, novels, and edited collections of scholarship.